

Staple Here

Student Name: _____



Missouri

DEPARTMENT OF ELEMENTARY & SECONDARY

EDUCATION™

End-of-Course Assessment

English II



Pre-Test Writing Prompt

Directions to the Student

Now you will write a paper in response to a writing prompt. First, read the prompt in the box below.

Using the separate paper given to you, spend a short amount of time on prewriting activities (such as brainstorming, listing, free writing, clustering, mapping, or drawing).

After you finish your prewriting activity, write your paper in the space provided. Look back at your prewriting activity for ideas.

Writing Prompt

Many people enjoy one season of the year more than the others. Choose the season you enjoy the most. Write an explanatory essay for your teacher expressing clear details about that season, and give reasons why you most enjoy this time. Include facts, details, and precise language as they are appropriate in your writing.

Directions to the Student

After you finish your prewriting activity, write your paper in the space provided. You may use a standard dictionary, thesaurus, or grammar handbook to check your paper for correctness.

Please refer to the writer's checklist as you are writing your response to the prompt.

Writer's Checklist

- ☐ My paper has an effective beginning, middle, and end.
- ☐ My paper includes effective use of paragraphing.
- ☐ My paper stays on the topic.
- ☐ My paper flows smoothly from one idea to another.
- ☐ My paper contains a strong controlling idea.
- ☐ My paper includes specific and relevant details, reasons, and examples.
- ☐ My paper uses precise and vivid language.
- ☐ My paper contains sentences that are clear and varied in structure.
- ☐ My paper includes correct grammar/usage, punctuation, capitalization, and spelling.

Please use ONLY a Number 2 pencil to write your revised copy.

REVISÉD COPY

[illegible]

REVISÉD COPY

[illegible]

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[illegible]

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[illegible]

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[illegible]

**4-Point
Explanatory
Writing Rubric**

Score	4	3	2	1	NS
Purpose/Organization	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling or main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose, audience, and task consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> controlling or main idea of a topic is clear, and the focus is mostly maintained for the purpose, audience, and task adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas 	<p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> controlling or main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> controlling or main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, or task few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident ideas may be randomly ordered or have an unclear progression 	<ul style="list-style-type: none"> Insufficient (includes copied text) Explicit refusal Statement of non-understanding Predominately in another language

**4-Point
Explanatory
Writing Rubric**

Score	4	3	2	1	NS
Evidence/Elaboration	<p>The response provides thorough and convincing support/evidence for the controlling idea and supporting idea(s) that include the effective use of facts and details. The response clearly and effectively elaborates ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive support is integrated, relevant, and specific effective use of a variety of elaborative techniques* vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response provides adequate support/evidence for the controlling idea and supporting idea(s) that include facts and details. The response adequately elaborates ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> adequate support is integrated and relevant, yet may be general adequate use of some elaborative techniques* vocabulary is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response provides uneven, cursory support/evidence for the controlling idea and supporting idea(s) that include facts and details. The response elaborates ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some support may be weakly integrated, imprecise, repetitive vague, and/or copied weak or uneven use of elaborative techniques* vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal support/evidence for the controlling idea and supporting idea(s) that include facts and details. The response is vague, confusing, or lacks clarity:</p> <ul style="list-style-type: none"> support is minimal, irrelevant, absent, incorrectly used, or predominantly copied minimal, if any, use of elaborative techniques* vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style 	<ul style="list-style-type: none"> Insufficient (includes copied text) Explicit refusal Statement of non-understanding Predominately in another language

*Elaborative techniques may include the use of personal experiences that support the controlling idea.

**2-Point
Explanatory
Writing Rubric**

Score	2	1	0	NS
Conventions	<p>The response demonstrates an adequate command of conventions:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates a partial command of conventions:</p> <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates little or no command of conventions:</p> <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<ul style="list-style-type: none"> Insufficient (includes copied text) Explicit refusal Statement of non-understanding Predominately in another language

Holistic Scoring:

- **Variety:** A range of errors includes formation, punctuation, capitalization, grammar usage, and spelling
- **Severity:** Basic errors are more heavily weighted than higher-level errors.
- **Density:** The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.